Reading/Language Arts	
Actual Standard Description	*User-Friendly Wording*
Reading Comprehension	
RI.1 Ask and answer questions about key details in a text. RI.2 Identify the main topic and retell key details of a text. RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1 Ask and answer questions to show understanding of what is being read. RI.2 Tell the main topic and important details in nonfiction books. RI.3 Describe how people, historical events,scientific ideas are related. RI.4 Ask and answer questions to help understand new words.
RL.1 Ask and answer questions about key details in a text. RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.3 Describe characters, settings, and major events in a story, using key details. RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1 Ask and answer questions to show understanding of what is being read. RL.2 Retell a story using important details and tell what the author is trying to teach. RL.3 Tell about the characters, setting and what happens in stories. RL.4 Find words in a story or poem that tell about feelings.
Speaking and Listening	
SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1 Successfully participate in discussions. SL.4 Use details when telling about people, places and things to help others understand them better. SL.5 Use drawings or other visuals to help others understand what is being talked about.
Writing	
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.1 Write my opinion about a topic and give reasons for my thinking. W.2 Write to teach about a topic by giving facts about it. W.3 Write to tell an organized story with details.
Foundational Skills	

	Actual Standard Description	User-Friendly Wording
	RF.1 Demonstrate understanding of the organization and basic features of print. RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1 Demonstrate understanding of the organization and basic features of print. RF.2 Demonstrate understanding of spoken words, syllables, and sounds. RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Language		
	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	L.1 Use grade-appropriate, proper English when writing and speaking. L.2 Use grade-appropriate, conventions while writing. L.5 Tell how words are related.

Mathematics		
	Actual Standard Description	*User-Friendly Wording*

Operations and Algebraic Thinking		
	OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	OA.A.1 Use different strategies for addition and subtraction to solve word problems (within 20). OA.A.2 Solve word problems the require adding three whole numbers.
	OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	OA.B.3 Use fact families to help solve addition problems. Use addition facts to help solve problems where there are more than two numbers. OA.B.4 Use addition facts to help answer subtraction fact problems.

	OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	OA.C.5 Understand how counting up is like adding and counting down is like subtracting. OA.C.6 Add and subtract facts within 20.
	OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \_ - 3$, $6 + 6 = \_$.	OA.D.7 Tell if addition or subtraction number sentences are true through an understanding of what an equal sign means. OA.D.8 Figure out what missing number is in an addition or subtraction problem.
Numbers and Operations Base 10		
	NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	NBT.A.1 Count up to 120 starting at any number under 120. Read and write numbers to show how many objects are in a group (up to 120).
	NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	NBT.B.2 Tell how many tens and how many ones are in a number. NBT.B.3 Compare two-digit numbers using <, =, and > by understanding the value of tens and ones.

	NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	NBT.C.4 Use math strategies to help solve and explain addition problems within 100. Use objects and pictures to help solve and explain addition problems within 100. Understand that adding two-digit numbers means adding the ones and then the tens (in that order). Understand that when adding two-digit numbers, sometimes a group of ten needs to be made from the ones. NBT.C.5 Find 10 more or 10 less using mental math. NBT.C.6 Use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence and explain the strategy.
Measurements and Data		
	MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	MD.A.1 Put three objects in order from longest to shortest and compare their lengths. MD.A.2 Tell the length of an object using whole numbers. Show how to measure something by using a smaller object as a measurement tool.
	MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	MD.B.3 Tell and write time in hours and half-hours using any kind of clock.
	MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	MD.C.4 Organize, show, and explain number information in a way that makes sense. Ask and answer questions about number information that is organized.
Geometry		

	G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	G.A.1 Understand and tell about the parts that make different shapes unique. Build and draw shapes that have certain parts. G.A.2 Create two-dimensional and three-dimensional shapes. Join those shapes together to create new shapes. G.A.3 Understand that "halves" mean two equal parts and "fourths" or "quarters" mean four equal parts.
Science		
	Actual Standard Description	*User-Friendly Wording*
Physical Science		
	PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated. PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated. PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
Life Science		
	LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
	LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
Earth and Space Science		

	Actual Standard Description	User-Friendly Wording
	ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.	ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
Labs and Activities		
	ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Social Studies		
	Actual Standard Description	*User-Friendly Wording*
Inquiry		
	IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
	IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers.	IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers.
	IS.4.K-2 Evaluate a source by distinguishing between fact and opinion.	IS.4.K-2 Evaluate a source by distinguishing between fact and opinion.
	IS.5.K-2 Ask and answer questions about arguments and explanations.	IS.5.K-2 Ask and answer questions about arguments and explanations.
History		
	H.1.1 Create a chronological sequence of multiple events.	H.1.1 Create a chronological sequence of multiple events.
	H.2.1 Describe individuals and groups who have shaped a significant historical change.	H.2.1 Describe individuals and groups who have shaped a significant historical change.
	H.3.1 Compare perspectives of people in the past to those of people in the present.	H.3.1 Compare perspectives of people in the past to those of people in the present.
Art		
	Actual Standard Description	*User-Friendly Wording*
Creating		
	CR1.1 Creativity and innovative thinking are essential life skills that can be developed.	CR1.1 Extend work, show growth in skills.
	CR2.3 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	CR2.3 Create original, innovative, and/ or daring work. Consciously experiment with the process of art and taking risks.
	CR3.1 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	CR3.1 Reflect upon their artwork and make improvements. Consistently stay focused on their artwork through practice and conversation.
Responding		

	Actual Standard Description	User-Friendly Wording
	RE8.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	RE8.1 Be cooperative and generous in discussion. Ask pertinent questions.
Connecting		
	CN10.1 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	CN10.1 Create an artwork and relate it to a personal experience by connecting it to an interest, observation or a memory.
Music		
	Actual Standard Description	*User-Friendly Wording*
Creating		
	CR1.1 Generate and conceptualize artistic ideas and work.	CR1.1 Generate and conceptualize artistic ideas and work.
	CR2.1 Organize and develop artistic ideas and work.	CR2.1 Organize and develop artistic ideas and work.
	CR3.1 Revise, refine, and complete artistic work.	CR3.1 Revise, refine, and complete artistic work.
Performing		
	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.
	PR5.1 Develop and refine artistic techniques and work for presentation.	PR5.1 Develop and refine artistic techniques and work for presentation.
	PR6.1 Convey meaning through the presentation of artistic work.	PR6.1 Convey meaning through the presentation of artistic work.
Technology		
	Actual Standard Description	*User-Friendly Wording*
Digital Citizen		
	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Understand how to be safe online in a digital world while using technology independently and responsibly to make safe choices.
Creative Communicator		
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	Understand the difference in technology resources, tools and apps available to create various artifacts.
Physical Education		
	Actual Standard Description	*User-Friendly Wording*
Movement Skills		
	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity

Team Building		
	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task
Social Emotional Learning		
	Actual Standard Description	*User-Friendly Wording*
Develop self-awareness and self-management skills to achieve school and life success		
	GOAL 1 A. Identify and manage one's emotions and behavior. 1.A.1a. Recognize and accurately label emotions and how they are linked to behavior. 1.A.1b. Demonstrate control of impulsive behavior. B. Recognize personal qualities and external supports. 1.B.1a Identify one's likes and dislikes, needs and wants, strengths and challenges. 1.B.1b. Identify family, peer, school, and community strengths. C. Demonstrate skills related to achieving personal and academic goals. 1.C.1a. Describe why school is important in helping students achieve personal goals. 1.C.1b. Identify goals for academic success and classroom behavior.	GOAL 1 A. Identify and manage one's emotions and behavior. 1.A.1a. Recognize and accurately label emotions and how they are linked to behavior. 1.A.1b. Demonstrate control of impulsive behavior. B. Recognize personal qualities and external supports. 1.B.1a Identify one's likes and dislikes, needs and wants, strengths and challenges. 1.B.1b. Identify family, peer, school, and community strengths. C. Demonstrate skills related to achieving personal and academic goals. 1.C.1a. Describe why school is important in helping students achieve personal goals. 1.C.1b. Identify goals for academic success and classroom behavior.
Use social-awareness and interpersonal skills to establish and maintain positive relationships		

	GOAL 2 A. Recognize the feelings and perspectives of others. 2.A.1a. Recognize that others may experience situations differently from oneself. 2.A.1b. Use listening skills to identify the feelings and perspectives of others. B Recognize individual and group similarities and differences. 2.B.1a. Describe the ways that people are similar and different. 2.B.1b. Describe positive qualities in others. C. Use communication and social skills to interact effectively with others. 2.C.1a. Identify ways to work and play well with others. 2.C.1b. Demonstrate appropriate social and classroom behavior. D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 2.D.1a. Identify problems and conflicts commonly experienced by peers. 2.D.1b. Identify approaches to resolving conflicts constructively.	GOAL 2 A. Recognize the feelings and perspectives of others. 2.A.1a. Recognize that others may experience situations differently from oneself. 2.A.1b. Use listening skills to identify the feelings and perspectives of others. B Recognize individual and group similarities and differences. 2.B.1a. Describe the ways that people are similar and different. 2.B.1b. Describe positive qualities in others. C. Use communication and social skills to interact effectively with others. 2.C.1a. Identify ways to work and play well with others. 2.C.1b. Demonstrate appropriate social and classroom behavior. D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 2.D.1a. Identify problems and conflicts commonly experienced by peers. 2.D.1b. Identify approaches to resolving conflicts constructively.
Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts		
	GOAL 3 A. Consider ethical, safety, and societal factors in making decisions. 3.A.1a. Explain why unprovoked acts that hurt others are wrong. 3.A.1b. Identify social norms and safety considerations that guide behavior. B. Apply decision-making skills to deal responsibly with daily academic and social situations. 3.B.1a. Identify a range of decisions that students make at school. 3.B.1b. Make positive choices when interacting with classmates. C. Contribute to the well-being of one's school and community. 3.C.1a. Identify and perform roles that contribute to one's classroom. 3.C.1b. Identify and perform roles that contribute to one's family.	GOAL 3 A. Consider ethical, safety, and societal factors in making decisions. 3.A.1a. Explain why unprovoked acts that hurt others are wrong. 3.A.1b. Identify social norms and safety considerations that guide behavior. B. Apply decision-making skills to deal responsibly with daily academic and social situations. 3.B.1a. Identify a range of decisions that students make at school. 3.B.1b. Make positive choices when interacting with classmates. C. Contribute to the well-being of one's school and community. 3.C.1a. Identify and perform roles that contribute to one's classroom. 3.C.1b. Identify and perform roles that contribute to one's family.